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ABSTRACT

Virginia Governor's Schools provide gifted students with educational experiences that are otherwise unavailable in their local school divisions. Governor's Schools (previously called Magnet Schools) include 5 academic year schools, 5 summer residential schools, and 20 summer regional schools. This report, produced in response to a request from the Virginia Senate Education Finance Committee, describes critical events that have shaped the development of Governor's Schools, describes development of the evaluation system, reviews the results of 1986-1988 evaluations, presents the results of the 1989 evaluation, provides a description of major accomplishments of Governor's Schools, and provides recommendations for continued improvement. The evaluations indicated that Governor's Schools are generally accomplishing their stated mission and have made significant progress in providing appropriate educational experiences for gifted students. Recommendations presented by the 1989 evaluation teams indicated that four primary areas should be improved: curriculum and instruction; staff recruitment, selection, and development; student recruitment and selection; and Department of Education administration of Governor's Schools. A list of Governor's School programs, with locations, directors, grade levels, number of students' served, and dates of operation, is included. (JDD)

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Evaluation of the Virginia Governor's Schools

VIRGINIA GOVERNOR'S SCHOOLS

Virginia Department of Education, Programs for the Gifted

September 1989

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Evaluation of the Virginia Governor's Schools

Virginia Department of Education
Programs for the Gifted

September 1989

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This report is the result of the combined efforts of many people. The administrators and staff of the Governor's Schools spent considerable time preparing for and assisting the program evaluation teams. Without their extensive cooperation, the evaluation teams would not have successfully completed their task. Evaluation team members gave generously of their time to prepare for, conduct, and report the results of their work and to provide suggestions for the improvement of the program evaluation system. The Department of Education staff appreciates the efforts of each of these individuals.

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EXECUTIVE SUMMARY

EVALUATION OF VIRGINIA GOVERNOR'S SCHOOLS

September, 1989

Virginia Governor's Schools provide gifted students with educational experiences which are otherwise unavailable in their local school divisions. Since 1982, the number of Governor's Schools has grown from two (2) to thirty (30). Governors' Schools (previously called Magnet Schools) include five (5) academic year schools, five (5) summer residential schools, and 20 summer regional schools which operate for a period of two to six weeks. During 1989-90, the 30 schools provided instruction for almost 5,000 students throughout the Commonwealth. The state budget for Governor's Schools was approximately $2,300,000. The average per student funding provided by the state was $593 for academic year students, $924 for summer residential students and, $187 for summer day students.

The Department of Education conducted evaluations of the Governor's Schools during the last four years, 1986-1989. The evaluators were external and Department of Education staff who were provided appropriate criteria, procedures, instruments, training, and supervision. The results of the evaluations indicated that:

1. Governor's Schools are generally operating as planned. Each Governor's School is required to develop Administrative Procedures which describe their mission, goals, objectives, policies and procedures. By 1989, most schools had developed adequate Administrative Procedures and were using them.

2. Governor's Schools are generally accomplishing their stated mission and are making good progress toward attainment of their goals and objectives. The Governor's Schools are providing educational experiences for gifted students that are not available in their local school divisions in mathematics, science, technology, technical arts, and the visual and performing arts. Governor's School students have opportunities to study at college, university, community college, or field sites and to benefit from unique resources such as scientific experts, artists, and specialized equipment and materials. Many experiences broaden students' awareness of potential future careers and provide opportunities for social and emotional growth. The schools promote cooperative working relationships among members of the communities, post secondary education institutions, school division staff, parents, and students. Governor's Schools are a successful innovation in the Commonwealth's public education system.

3. During the past four years, Governor's Schools have made significant progress in providing appropriate educational experiences for gifted students however, ongoing improvement of curriculum and instruction must be a primary concern. The 1989 evaluation teams recommended whether each of the thirty (30) Governor's Schools should continue. All schools were judged to be worthy of continuation; however, recommendations were specified for twenty-four (24) of the 30 Governor's Schools. A summary of the recommendations follows.

a. Six (6) Governor's Schools should continue with no specific recommendations. These schools are: Mountain Empire Community College; Dabney S. Lancaster Community College; Blue Ridge Environmental Studies; University of Richmond; Greensville County; and the Mathematics and Science Center.

b. Fifteen (15) Governor's Schools should continue and should use the recommendations of the evaluation team tc plan for the 1989-90 academic year or 1990 summer session. These schools are: Central Virginia Magnet School for Science and Technology; Norfolk Governor's School for the Arts; Roanoke Valley Governor's School for Science and Technology; Thomas Jefferson High School for Science and Technology; NASA/VIMS; MCV Mentorship in Medicine; Culpeper County; Rockingham County; Fredericksburg; Northern Neck; Southside; West Point; Clinch Valley College; Wytheville Community College; and Southwest Virginia Community College.

c. Seven (7) Governor's Schools should continue contingent upon an action plan with the Department of Education that will result in the school implementing needed improvements prior to and during the 1989 academic year or 1990 summer session. The evaluation team recommendations must be considered in the development of action plans and the Department of Education will provide technical assistance to help plan and carry out needed changes. These schools are: New Horizons School for Science and Technology; Accomack County; Pittsylvania County; Visual and Performing Arts Northwest; University of Virginia; Norfolk State University; and Virginia Highlands Community College.

d. Two (2) additional schools, Radford University and Virginia Polytechnic Institute and State University, were recommended for continuation with action plans however, sites for summer 1990 will be selected through the Department of Education's Request for Proposals process.

Recommendations provided by the 1989 evaluation teams indicated that four primary areas should be improved in Governor's Schools. These areas are curriculum and instruction; staff recruitment, selection and development; student recruitment and selection; and Department of Education administration of Governor's Schools. A brief discussion of each area follows.

1. Curriculum and Instruction- Refinement of the curricula must be an ongoing, collaborative effort by representatives of Governor's Schools, school divisions, and the Department of Education. The Governor's Schools' curricula must be coordinated with the divisions' curricula so that students receive a meaningful, integrated education. The short duration of summer Governor's Schools demands that they be planned carefully so that students obtain benefits commensurate with the required expenditure of effort and funding. Use of differentiation of instruction to meet the unique learning needs of individual gifted students must be expanded. Specific resources should be allocated for the purchase of new materials and equipment and the maintenance and repair of existing equipment. All Governor's Schools should continue to evaluate their programs annually; use the results to plan for the subsequent year; and increase their efforts to measure specified learner outcomes. External evaluators should be used as needed to ensure that evaluations are of sound design and provide for objective collection, analysis and reporting of information.

2. Staff Recruitment, Selection and Development- Efforts to ensure that Governor's School staff are experts in both the content of the instruction to be provided and in teaching gifted students must be increased. Recruitment and selection procedures should result in the employment of staff who can provide state-of-the-art information and experiences in their specific areas of knowledge, and plan, implement, and evaluate instruction which capitalizes on the unique characteristics and needs of each of the gifted students. Additional efforts should also be made to ensure that staff reflect the demographic characteristics of the area and student body. Efforts to hire qualified minority staff should be intensified. Improvement and expansion of staff development for all Governor's School staff must be a permanent objective. Formal needs assessments should be used to determine specific needs and ongoing, systematic staff development activities should be planned, implemented, and evaluated to meet the needs. Specific funds should be made available and expended for staff development, based on identified needs.

3. Student Recruitment and Selection- Recruitment information must be refined to include a good description of the Governor's School program and a clear statement of the responsibilities of and expectations for students. Recruitment procedure must ensure that all students who are potentially eligible for participation have an equal opportunity to apply and

that follow-up procedures ensure that recruitment is correctly implemented in the school divisions. Continued attention should be given to selection of students who have potential or demonstrated abilities in one or more of the areas stated in the Regulations for Gifted Programs and to ensuring that each student's abilities and interests are well matched with the program provided by the Governor's School. Efforts to recruit qualified minority students should be increased and may require the use of innovative strategies. The Department of Education should conduct a study of Governor's Schools and school division programs for the gifted to assess the participation of minority students, barriers to their participation, and potential solutions for removal of barriers.

4. Department of Education Administration-Individual Governor's Schools are making a significant contribution to the education of gifted students but their potential for providing education for gifted students is not yet fully realized. The Department of Education's efforts to plan pro-actively for a coordinated, statewide system of Governor's Schools must be intensified. Projections should be made as to the number, types and locations of gifted students who should have the benefit of a Governor's School experience over the next five to ten years, and the specific content areas which should be provided for the students. These data should be compared to the current Governor's Schools capacity and plans made relative to the type and number of Schools that should exist. Estimates of the funding and technical assistance that will be required to allow the Governor's Schools to stretch the state of the art in curricula and instruction for gifted students should be made. Basic intent statements should be formed to clearly specify the State's goals for Governor's Schools. Examples of questions which should be addressed by the planning effort are:

a. Is it the State's intent that all qualified gifted students who wish to enroll in a Governor's School have an opportunity to do so at some specific point in their public school career? If so, at what point should students be admitted, i.e., grade level, age, or performance level?

b. Does the state intend that all students who are gifted in a particular area, e.g., science or performing arts, will have access to a Governor's School regardless of their school division of residence? If so, what pattern of schools must be developed?

c. How should Governor's Schools relate to each other, e.g., should some Governor's Schools provide instruction for middle school students and serve as feeders for secondary Governor's Schools?

d. Should the Governor's Schools provide out-reach services to local school divisions in program and staff development? If

so, what will their expanded role and function be and what additional resources would be required?

e. What, if any, additional incentives should and can be provided for colleges, universities, community colleges, and school divisions who are willing and able to make a continuing commitment of staff and resources to Governor's Schools?

The Department of Education's capacity to provide accountability and technical assistance must also be increased if Governor's Schools are to be held accountable for development of their Administrative Procedures and implementation of quality educational programs for gifted students. Funds should not be granted or continued if minimum requirements are not met. An annual report resulting in a standardized description of all Governor's Schools should be implemented. Consideration should be given to providing an administrative assistant in the Office of Programs for the Gifted to help with the heavy workload associated with Governor's Schools.

The Department of Education should continue onsite evaluations of Governor's Schools. Each new Governor's School or program component should be evaluated near the end of its first year of operation. All other Governor's Schools should be evaluated on a rotating schedule of not less than every 3 years. Evaluation criteria and procedures should be revised to focus on design and delivery of instruction for gifted students in specific content areas. The Department of Education's evaluation strategies should be expanded to include statewide surveys of students, staff, parents, and local school division staff. Evaluation questions should focus on short-term and long-term benefits gained by students and any needed changes in policies and resources. Specific criteria, procedures, and forms for evaluation of mentorships should also be developed.

EVALUATION OF VIRGINIA GOVERNOR'S SCHOOLS

September, 1989

Introduction

This report was produced in response to a request from the Chairman of the Senate Education Finance Committee. Funds were allocated in the FY 89 budget for evaluation of the Governor's Schools. The results of those evaluations are a critical part of this report.

The purpose of this report is to:

(1) describe the critical events which have shaped the development of Virginia Governor's Schools.

(2) describe the development of the system used for evaluation of Governor's Schools;

(3) review the results of evaluations conducted in 1986, 1987, and 1988 of the Governor's Schools;

(4) present the results of the evaluations conducted of each Governor's School during 1989;

(5) provide a description of the major accomplishments of Governor's Schools during the past 4 years; and

(6) provide recommendations for continued improvement of Governor's Schools.

This report and the Governor's Schools evaluation system were designed to help decision makers in their efforts to improve all of the Commonwealth's Governor's Schools. Evaluation reports, Administrative Procedures documents and other supportive information about each Governor's School are available from the Department of Education, Programs for the Gifted. Each Governor's School receives a copy of the school's evaluation report for use in making improvements at the local level.

Development of Governor's Schools

It is important that decision makers who use this report have an understanding of how there came to be thirty (30) Governor's Schools in the Commonwealth and the critical events which have shaped the Governor's Schools as they exist in 1989. This section provides a brief summary of the development of the Governor's Schools.

In 1973, three summer Governor's Schools operated. These schools were located at Mary Baldwin College, Mary Washington College and the Virginia Museum of Fine Arts.

In 1982, the first summer regional Governor's Schools were established. The Richmond Math and Science Center began a regional day program and a statewide mentorship program was established at NASA.

In January 1984, state funds were available and were allocated for Governor's Schools and were administered by the Department of Education. Plans were begun for five academic year Governor's Schools (The Model High School Project at Varina began in September, 1984 but is no longer a Governor's School.) Thomas Jefferson High School for Science and Technology, New Horizons School for Science and Technology, Central Virginia Governor's School for Science and Technology, and The Governor's School for Science and Technology at Roanoke began to plan their programs and began operating in September, 1985.

Three (3) summer, residential Governor's Schools operated in the summer of 1985. These were Mary Baldwin College-humanities; Virginia Polytechnic Institute and State University-mathematics, science, technology; and Langley Research Center, Virginia Institute of Marine Science NASA/VIMS-science and engineering. A fourth pilot summer residential Governor's School began operation at Radford University to address visual and performing arts in the summer of 1986.

Twelve (12) summer regional Governor's School began operation in the summer of 1985. These schools were:

Governor's School for the Arts, Norfolk City Schools;
Governor's School at Norfolk State University-humanities;
Clinch Valley College-science and technology;
Radford University-science and technology;
Washington County Schools-computer, technology;
Virginia Highland Community College-arts;
Wythville Community College-science and technology;
Mountain Empire Community College-science and technology;
Southwest Virginia Community College-science and technology;
Shenandoah College and Conservatory of Music-arts;

Dabney S. Lancaster Community college-field biology; University of Virginia-liberal arts.

In June 1985, the Department of Education requested that each Governor's School plan and conduct an evaluation of its program. The Schools' evaluations were to address the student selection process; student achievement; teacher training; parental, community, and student reactions toward the program; cooperative relationships with business, industry, higher education, and the arts community; evidence of outstanding successes, problems or issues; student experimentation in technology; experimentation in teaching methods and materials; effects of the Governor's School on regular school programs; costs over and above regular school programs, and recommendations for continuation and expansion of the program. These evaluation reports were provided to the Department of Education at the end of the 1985-86 academic year.

Three regional summer Governor's Schools were begun in 1986. These schools were Greensville County, Rockingham County, and Pittsylvania County.

In the fall of 1987, the regional Governor's School for the Arts, Norfolk City Schools, began operating as an academic year program, rather than a summer regional program. The University of Richmond became the site for a summer residential Governor's School in 1987. This School site had previously been Mary Baldwin College.

In 1987, three (3) summer regional Governor's Schools began operating. These Schools were Fredericksburg City Schools-technical arts; Eastern Shore, Accomack County; and West Point.

Two summer regional day Governor's Schools began operation in 1988. These schools were Blue Ridge Environmental Studies and Culpeper County.

In 1989, Medical College of Virginia Mentorship in Medicine, a summer residential Governor's School, was added. A summer regional day Governor's School was also begun in the Northern Neck in 1989.

Beginning in 1987, the Department of Education required each Governor's School to submit an Administrative Procedures document describing the purpose of the School and how the requirements for a Governor's School would be accomplished. The Administrative Procedures are updated annually to provide accurate information on the schools. The Department of Education also began to work toward a long-range, statewide program for the Governor's Schools including establishing the relationship between the Governor's Schools and school division programs. Department of Education

efforts to provide planning and technical assistance services and program monitoring and evaluation were also increased.

In July 1, 1986, Board of Education Regulations defined gifted students as "those students in kindergarten through grade 12 whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs." Such students are to be identified by qualified persons through the use of multiple criteria as having potential and/or demonstrated abilities and who have evidence of high performance capabilities in one or more specified areas. These areas are General Intellectual Ability; Specific Academic Ability; Visual and/or Performing Arts Ability; Practical (Technical) Arts Ability; Psychosocial Ability, and Creative and Productive Thinking Ability.

Subsequent to fiscal year 1985-86, the funding methodology for the Governor's Schools was changed from being based on the budget to being based on full-time equivalent students. With this change, future audits could focus on verification of student attendance rather than specific expenditures.

Beginning in 1987, local school divisions were required to describe in the local plan for Gifted Programs their intent to use Governor's Schools as a component of the local program design.

In November, 1987 a temporary, part-time staff position was added to the Office of Programs for the Gifted to increase the Department's ability to provide technical assistance for Governor's Schools. Responsibilities of the position include:

- serving as the Department's primary contact with all Governor's Schools directors and providing for their orientation and training;

- assisting in the development of Administrative Procedures for Governor's Schools which meet the needs of all eligible students throughout the state;

- helping each Governor's School address the improvement needs identified through their program evaluation process;

- representing the Department in planning and evaluation activities relative to the Governor's Schools;

- assisting in the identification of staff development needs and delivery of staff development activities for Governor's Schools staff;

- coordinating needed collaborative efforts among Governor's Schools, participating school divisions, and representatives

of mathematics, science, technology, and the visual and performing arts from the Department of Education; and

- administering the approval, fiscal monitoring, program monitoring, and reporting procedures established for Governor's Schools.

These services are now provided through a contract which allows up to 40 hours per week of service until June 30, 1990.

System for Evaluation of Governor's Schools

Background

When using information obtained through the System for Evaluation of Governor's Schools, it is important to know why and how the system was developed. It is also important to know what kind of information is obtained, how it is gathered and reported, and how it is used to plan and implement improvements in Governor's Schools. This section provides a brief summary of the development, content and use of the system for evaluating Governor's Schools.

This evaluation story began in early 1986 when an evaluation of Governor's Schools was initiated. Broad general purposes for the Schools had been established at the State level, and each School had established its own objectives and procedures. This development strategy had resulted in the existence of very different Schools throughout the state, and limited written information was available about the Schools. The State Board of Education and members of the General Assembly were anxious to know more about the Schools and how they could better serve the students of the Commonwealth.

Department of Education staff determined that a standard set of review criteria and procedures were needed. A standard set of review criteria and procedures would make it possible to judge consistently and fairly all schools on the same criteria and would enable the results of the individual program evaluations to be summarized for meaningful decision-making on a statewide basis. A procedure which would result in individual school reports was also needed, so that school staff could use the evaluation information to plan program improvements.

In response to these conditions and needs, a program evaluation consultant and Department of Education staff worked together to develop the System for Evaluation of Governor's Schools. This system has been used and refined during the past four years. It is the basis for the findings about, and recommendations for, improvement of all Governor's Schools.

Purpose

The purpose of the System for Evaluation of Governor's Schools is to provide ongoing, systematic collection of information which can be used to make judgments about each Governor's School. The system helps evaluators determine answers to the following questions:

1. Is the school operating as planned?

2. Is the school accomplishing its stated mission and objectives?

3. Is the school employing practices which should result in quality education for gifted students?

4. What, if any, unexpected outcomes are occurring?

5. What policies or practices are contributing to the school's successes or problems?

6. How can the school be improved?

7. Should the school continue as a Governor's School and what, if any, conditions should be placed upon the school's continuation?

The System for Evaluation of Governor's Schools is comprised of review criteria, forms, and procedures for collecting data, reporting procedures and formats, and follow-up procedures to ensure that evaluation findings and recommendations are used for improvement. Practices for selecting evaluators, and training and supervising evaluators, have also been established. A brief explanation of each major component of the evaluation system follows:

Review Criteria

Fifty-six (56) review criteria that can be verified through observation, interview, or review of written information are used to judge the quality of Governor's Schools. The review criteria were selected as representative of characteristics of a good program for gifted students, regardless of a school's area of emphasis, e.g., visual and performing arts, humanities, science, or technology. Instructional design and organizational theory literature and information available from other such review systems were used to form the basic content and structure of the review criteria.

Review criteria are organized in four categories. The four categories and the factors addressed by each category are as follows:

Program Design and Administration: Thirteen (13) of the criteria examine the school's process for development of policies and procedures; content of written policies and procedures; written description of program goals, objectives and instruction; match of goals, objectives, and instruction to the target population; interdisciplinary learning; student recruitment; student selection; availability and use of facilities; supervision of students; meal arrangements; transportation, and an active advisory committee.

Organization for Instruction: Eleven (11) of the criteria examine the school's schedule, staff selection and assignment, staff composition - race/sex; staff evaluation; staff development; student records and progress reporting; guidance and counseling; rules of student conduct, relationships with school divisions, business, industry, higher education, and the arts community; community involvement and perceptions, and parent relationships.

Instructional Design and Delivery: Twenty-one (21) of the criteria examine the school's written plans for daily instruction; match between student maturity and instruction; consideration of students' prior experiences; presentation of instruction, as planned; accuracy of content; lack of bias in content; individualization of instruction; rate of instruction; use of media; activity involvement of students; use of modeling and demonstration; application and demonstration; leadership skills; activities with instructors and other students; use of a variety of learning materials; self-selected experiences; creative input and expression; evaluation of student performance; variety of instructional techniques, and criteria for academic credit.

Program Evaluation: Three (3) criteria examine the school's use of program evaluation to examine its effectiveness, the results of its evaluations, and its use of the results to plan improvements.

Program Outcomes: Eight (8) criteria examine whether the Governor's School program is different from programs available in local school divisions; the contribution of the Governor's School toward the types of programs needed by gifted students; perceptions of students, parents, and staff; demonstrated increase in students' knowledge and skills; students' commitment to scholarship, and students' enthusiasm for learning.

Evaluators use multiple sources of information in judging whether a school meets the review criteria. They observe instruction; interview students, staff and parents; and review documents which describe the Governor's School's operation and outcomes. Evaluators make a judgment, based on all of the information collected, about the Governor's School's attainment of each criterion statement. Judgments are recorded in the Review Criteria Document. Evaluators' decisions are discussed in team meetings to ensure that a complete, valid, balanced report is produced.

The evaluation team makes a summary judgment about the Governor's School and provides commendations and recommendations for program improvement. Options for the evaluation teams' summary judgment are: continuation with consideration of the

recommendations; continuation contingent on a formal action plan to ensure implementation of recommendations; or discontinue the program based on the findings of the evaluation team.

Instruments and Procedures

Interview guides are used to collect information from staff, parents, students, Advisory Council members, and representatives of participating local school divisions. Through a series of pertinent questions, the interview guides help evaluators obtain information about how the Governor's School operates, perceptions of the program, and recommendations for program improvement.

A checklist is used to review documents produced by the Governor's School, such as the Administrative Procedures document and curriculum documents. The evaluators also conduct extensive observations of ongoing instruction and activities.

Selection and Training of Evaluators

The Associate Director, Programs for the Gifted, selects and obtains the services of individuals needed to conduct the evaluations of Governor's Schools. Individuals are selected based on prior training and experience in programs for the gifted, in the specific content areas addressed by a particular School, and in program evaluation. Individuals who serve as evaluators of Governor's Schools include local school division administrators of programs for gifted students; local school division chairpersons and teachers in content areas; Department of Education staff in content areas; and university faculty and out of state consultants in evaluation and content areas.

Each year, a one-day training session is held, just prior to beginning the evaluation process, to orient individuals who serve as evaluators. Forms and procedures for data collection are reviewed, questions are discussed, and final plans for logistical arrangements are made. Supervision of evaluators is provided by the staff of Programs for the Gifted. Ongoing technical assistance is also available from the evaluation consultant.

Reporting

The evaluation team submits its draft evaluation report for review by the Associate Director, Programs for the Gifted, the Supervisor of Programs for the Gifted, the Governor's Schools Coordinator and the evaluation consultant. The draft report is sent to the director of the Governor's School. The director is given an opportunity to ask for clarification of findings and recommendations and to submit any additional information which he/she believes should be considered, before the report is completed. A final copy of the report is sent to the Governor's School and to the fiscal agent.

A copy of each draft report and the final report is maintained in the Office of Programs for the Gifted. Information used to develop the report is also maintained and is available, as needed, to assist with decisions relative to improvement of Governor's Schools.

Ongoing Improvement of the System

Each year the staff of Programs for the Gifted and the evaluation consultant review the evaluation criteria, procedures and forms, and evaluation results, and make adjustments needed to improve the system. Examples of changes made to improve the system are as follows:

In the spring of 1987, a follow-up procedure was developed for use with Governor's Schools for which a full evaluation was already available. The purpose of the procedure is to verify any major changes which occur in program implementation, and to track the use and impact of recommendations made by the Department of Education in the evaluation report.

In the spring of 1988, the review criteria and procedures, and the results obtained from evaluation of academic year Governor's Schools, were used to plan and conduct evaluations of summer regional and summer residential schools.

Previous Evaluation and Results

Prior to 1989, Governor's School evaluation activities had been in progress for three years. In reviewing the procedures and results of the 1989 Governor's Schools evaluation, it is important to understand the previous evaluations and how the results were used to plan and conduct the 1989 evaluations. A summary of the evaluations of Governor's Schools conducted in 1986, 1987, and 1988 follows:

1986 Evaluations of Governor's Schools

In spring 1986, onsite evaluations of the Governor's Schools were conducted by Department of Education evaluation teams. The directors and staff of the Governor's Schools were generally found to be competent, enthusiastic, and dedicated. However, the evaluations revealed that all of the schools were in need of improvement and that half or more did not meet the review criteria in the areas of student recruitment; student selection; staff selection, including hiring of minority faculty; staff assignment; staff development; evaluation of staff; design and delivery of instruction, including written course descriptions; arrangements for student transportation; involvement of a planning committee; working relationships with local school divisions; perceptions of students; parent involvement and perceptions; community involvement and perceptions; and evaluation of their programs.

In addition to the onsite evaluations, the Department of Education Internal Audit section conducted an independent review of the budget and expenditure records for a sample of the Magnet Schools. The Internal Auditor provided the results of his review for incorporation in individual site reports, as appropriate. Based on the tests performed, Audit Services reported that they were reasonably certain the expenditures for which reimbursement was claimed were appropriate and directly supported Governor's Schools.

The Governor's Schools Evaluation Report was prepared in September 1986, and was presented to the State Board of Education. This report was used by the Board and Department of Education staff to develop and adopt requirements for Administrative Procedures for Regional Governor's Schools. The requirements were adopted on June 2, 1987.

1987 Evaluations of Governor's Schools

Two evaluation strategies were used in 1987. First, follow-up visits were made to each academic year Governor's School. Secondly, an onsite evaluation of each of the summer residential schools was completed. A brief summary of the evaluations follows:

Academic Year Schools

In spring 1987, follow-up procedures and forms were devised and the four academic year Governor's Schools - Thomas Jefferson School for Science and Technology, Roanoke Valley School for Science and Technology, Central Virginia School for Science and Technology and New Horizons School for Science and Technology- were visited. The purpose of the follow-up was to identify any changes which had occurred in the Schools over the past year, to determine if recommendations contained in the 1986 evaluation report had been implemented, and to assess the impact of such changes.

Summer Residential Schools

In 1987, four (4) summer residential Governor's Schools were operating at Virginia Tech, Radford, University of Richmond, and NASA/VIMS. These four Schools were serving over 500 academically or artistically gifted high school students. An evaluation team conducted an onsite visit to each School.

Evaluation teams found many commendable features in the four Schools. Commendations focused on administrators' feedback and support for staff in course development; providing opportunities for students to be involved in activities emphasizing global or future issues and individual responsibility; qualifications of staff; selection of students; appropriateness of curriculum and instructional strategies; management of the Schools; communication among staff; qualifications of the faculty; qualifications and commitment of students, and facilities.

The mentorship experiences provided by one School were viewed as having a positive impact on both mentors and students, especially on students' career and vocational planning. Also commended were opportunities for students to be involved in research and development in a research facility; selection of mentors; capabilities of the administrators; and the quality of the research facilities.

Recommendations in the area of student recruitment and selection were made, and included the need for one or more schools to improve criteria and procedures for selection of students, and to provide students with more information about the school and its expectations prior to their enrollment.

Evaluation teams also provided many recommendations for improving Governor's Schools' curriculum and instruction. For example, the recommendations indicated that one or more of the schools needed to:

-provide for more innovation in their instructional program and create a more rigorous learning environment;

-reassess the value and structure of components of the curriculum and integrate content from several disciplines or delete a course;

-improve the delivery of instruction by individualizing instruction; expand instructional methods; provide direct and unique learning experiences, including activities designed to develop creative thinking and problem-solving skills and activities relevant to local situations; and improve field trip experiences.

-reassess scheduling and grouping of students, including reducing the size of some classes; form heterogenous project groups; increase the time available for some offerings, and schedule classes on Saturday.

-strike a balance between academic rigor and student satisfaction with the program.

For one school, improvement of the residential component was a primary concern, including providing better residence facilities; improving facility operations; developing stronger leadership for the residential component; and providing students the opportunity to work on projects at the residence facility.

Recommendations also addressed the need to expand opportunities for students to make educational and recreational choices. Such choices include field trips, opportunities for students to visit other students' work sites, and decisions about evening and weekend activities.

Some recommendations dealt with the allocation and management of staff resources, such as the need to use only full-time faculty; equalize expectations and workload among faculty; broaden the expertise of the faculty; recruit faculty who enjoy cooperative planning and team teaching; revise the schedule to provide planning and preparation time for instructors; strengthen the counselor's role in the program, and improve staff development.

1988 Governor's School Evaluations

During June, July, and August, 1988, the Department of Education conducted evaluations of all summer Governor's Schools, both residential and regional day schools. The purpose of the evaluations was to examine the schools' policies, procedures and outcomes. The information gained from the evaluations was to be used by Governor's School staff to improve their programs and by the Department of Education in its efforts to provide a statewide system of Governor's Schools.

Each of the 24 summer Governor's Schools was visited by a program evaluation team. Teams were comprised of representatives of the Department of Education, local school divisions, Virginia Commonwealth University, and the State Advisory Committee and consultants. Evaluation criteria and procedures which have been used extensively in Governor's School Academic Year Programs were revised and used to evaluate the 24 unique Schools.

The following summary provides the critical findings, recommendations, and commendations resulting from the 1988 evaluations. The information was obtained through review, and analysis of each of the Schools' reports, and was used by Department staff to plan improvements in policies and in technical assistance provided for Governor's Schools.

Findings

The quality of Administrative Procedures documents and other program documentation varied greatly from School to School. The descriptions of goals, objectives and course descriptions were often vague as to the knowledge, skills, and attitudes or other benefits which should be gained by students. Even when goals and objectives were more specific, Schools often lacked appropriate evaluation procedures to assess effectiveness. Weaknesses in these areas made it very difficult to judge the degree to which Schools were accomplishing their goals and objectives. Faculty and students were found to have very positive perceptions of the Schools. In some cases, information from parents was available and also indicated that they had positive perceptions of the Schools.

We noted many instances of well qualified, committed staff. Students were generally viewed as being appropriately selected for participation in the program. Evaluation of staff, and provision of needed staff development activities, were found to be weak areas in many of the programs.

In most instances, the instruction provided was characterized as appropriate for gifted students, and of a type and quality not otherwise available in their local school division summer programs. Instances of the need to expand the use of individualized instruction, and opportunities for students to work collaboratively with faculty and other students, were cited. Facilities, equipment, and materials available to the Schools were generally sufficient to meet the needs of the students and staff.

Students were receiving appropriate supervision. Student conduct codes were found to be generally in place, and students were not viewed as experiencing any major behavior problems. In most cases, students were described as demonstrating commitment toward, and enthusiasm for, learning. In several instances, the need to provide developmental counseling to assist students with

social/emotional and career development was noted.

Where meals were needed as part of the program, they were found to be satisfactory. Some issues relative to providing transportation for students were found to exist still.

Cooperative relationships with parents, local school division staff, and representatives of business, industry, and the arts community were often noted as an area which could be expanded to benefit the Governor's Schools.

Commendations

Examples of program characteristics which evaluators found commendable in the 1988 Summer Governor's Schools were:

Excellent facilities and use of rich community resources.

Excellent faculty and program director with extensive knowledge and experience in working with gifted students.

Cooperation and sharing of responsibilities among school divisions.

Careful implementation of the program plan, including significant positive changes in the program from previous years.

Successful implementation of a new program design.

Involvement of students in investigative activities with emphasis on students' ability to exercise personal choice.

Faculty concern for special needs of students.

Standard student selection criteria and procedures for the School.

Recruitment of instructors from throughout the area.

Requiring staff to have previous training and experience in gifted education as criteria for employment.

Creation of an environment of acceptance and enthusiasm for learning among students and faculty.

Providing staff incentives by awarding credit to teaching staff which may be applied to re-certification requirements.

Recommendations

Recommendations for improvement of the 1988 summer Governor's Schools were grouped into eight categories - planning; staff and staff development; student recruitment and selection; curriculum and instruction; health and safety; facilities, equipment and materials; and program evaluation. Examples of recommendations offered by evaluators were:

Planning: Develop a program philosophy so that common goals unite elements of the program.

Engage faculty, staff and students more formally in the process of program planning, development, and evaluation.

Obtain the assistance of representatives of local school divisions, parents, business, industry and the arts community in planning, implementing, and evaluating the program.

Revise the administrative procedures document to reflect the program more accurately and clearly.

Staff and Staff Development: Revise and refine faculty and staff selection process to ensure that qualified, experienced, creative staff are employed.

Increase efforts to recruit and employ minority faculty.

Develop job descriptions for all faculty and staff members so that duties and responsibilities are clearly defined.

Student Recruitment and Selection: Refine student selection process, including a policy for returning students.

Increase efforts to recruit minority students.

Re-design student selection in arts. Specify the background students need to enter a course or offering, and provide an introductory course for students with no experience.

Consider grouping students by age and grade levels, especially if students can attend more than one session.

Expand participation of students from under-represented areas within the geographic region.

Reassess those programs of short duration, e.g., two weeks, to determine their effectiveness in meeting proposed outcomes.

Staff and Staff Development: Ensure that staff training includes characteristics of gifted students, learning and teaching styles, course planning, collaborative goal-setting, and appropriate teaching strategies.

Provide staff development activities which foster a collegial relationship among all faculty and staff, e.g., peer coaching.

Encourage the coordinators of gifted programs in participating localities to be available and assist with program staff development during the program.

Curriculum and Instruction: Clarify daily lesson objectives and activities through posters and handouts.

Emphasize higher-level thinking skills in instruction.

Emphasize group dynamics and leadership development.

Emphasize academic science and scientific methods for research.

Expand the role of writing, including daily writing instruction, in the curriculum design.

Design student research projects that can be continued beyond the summer, and conclude with an activity focusing on "research-in-progress";

Include a variety of activities and encourage students to exercise personal choices.

When student assemblies are part of the program, make sure that they relate to the overall instructional process. Make the assemblies more meaningful by

providing an introduction to the assembly and a debriefing on the topic.

Integrate computers into the courses, rather than offering a separate program, except for a basic, introductory course.

Expand opportunities for students to learn about careers related to the program offerings.

Develop and provide a developmental counseling component for students, particularly those who are enrolled in residential programs.

Health and Safety: Ensure that students are appropriately dressed and supervised when using tools.

Improve access to medical services in those programs where a high level of physical activity is required.

Ensure that safe practices are emphasized, according to recognized standards of laboratory procedures, when students handle all materials and microorganisms.

Facilities, Equipment, and Materials: Ensure that rooms where specialized equipment is used, e.g., computers, are suitable for the intended purposes and that the classrooms meet the instructional needs.

Expand the use of facilities of the sponsoring institution to enrich the learning and social experiences for students.

Improve the use of instructional media.

Program Evaluation: Provide greater opportunity for staff members to evaluate, refine, and develop the program.

Develop a more formal student evaluation and feedback method.

Develop assessment instruments to measure student learning outcomes.

Carefully evaluate culminating performances and projects, as well as works in progress.

Consider involving staff from the region in program evaluation procedures.

The 1989 Evaluation of Governor's Schools

The 1988-89 Governor's Schools

During 1988-89, five (5) of the Governor's Schools operated on an academic year calendar. The other twenty-five (25) Schools were in operation during the summer for a period of two to six weeks. Five of the summer programs were residential and 20 were regional day programs. Approximately 4,980 students were enrolled in Governor's Schools during 1988-89. During 1988-89, the state budget for Governor's Schools was approximately $2,300,000. The average per-student funding provided by the state was $593 for academic year students, $924 for summer residential students and $187 for summer day students.

The charts on pages 20-25 provide basic descriptive information about the 1989 Governor's Schools, including name of program, location of program, length of program, grade levels served by the program, number of students served, and state budget allocation for the program.

1988-89 GOVERNOR'S SCHOOL PROGRAMS

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Summer Residential						
MCV Mentorship in Medicine	Mr. David Mitnick	MCV	6	11-12	24	$ 33,000
NASA/VIMS Mentorship in Engineering and Oceanography	Ms. Celeste N. Holman	Hampton School	6	11-12	44	$ 45,000
Radford	Mr. Charles Hayes	Radford University	4	11-12	125	$147,100
University of Richmond "Humanities"	Dr. Keith Eicher	University of Richmond	4	11-12	187	$145,000
Virginia Tech	Dr. Ron Nurse	Virginia Tech	4	11-12	185	$152,000

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Summer Regional						
Accomack County "Science"	Mr. David Elebash	Accomack	1	4-7	40	$ 14,000
Blue Ridge "Environmental Studies"	Ms. Sydna Gong	Page	2	5-8	45	$ 10,000
Culpeper County "Humanities"	Mr. James B. Allen	Rappahannock Co.	2	6-9	112	$ 12,000
Dabney S. Lancaster Community College "Science"	Dr. Harold S. Adams	Community College	4	9-10	22	$ 5,000
Fredericksburg City "Vocational"	Mrs. Mary Burton	Fredericksburg	2	4,7,9-12	219	$ 22,500
Greensville County "Humanities"	Mrs. Linda B. Rae	Greensville	2	1-8	124	$ 19,000

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Summer Regional						
Mathematics & Science Center "Science"	Ms. Vicki Clark	Richmond City	2	8-9	78	$ 23,500
Norfolk State University "Humanities"	Dr. Sarah D. Lang	Norfolk State	2	6-8	100	$ 24,000
Northern Neck "Humanities"	Mrs. Joy L. Baytops	Westmoreland Co.	2	6-8	62	$ 10,000
Pittsylvania County "Humanities/ Arts"	Ms. Avery S. Wyatt	Pittsylvania Co.	2	3-7	466	$ 18,000
Rockingham County "Technical Arts"	Mrs. Bonnie C. Hobson	Rockingham Co.	2	9-12	225	$ 11,000
Southside "Science"	Ms. Pamela J. Wright	Prince Edward Co.	2	8-10	45	$ 12,675
University of Virginia "Humanities"	Dr. Carolyn Callahan	University of Virginia	2	5-11	12	$ 4,000

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Summer Regional						
West Point "Arts/ Humanities"	Ms. Rosalyn H. Trent	West Point	2	1-7	158	$ 20,000
Winchester City "Arts"	Ms. Susan Helsley	Winchester	2	6-11	161	$ 33,750
Clinch Valley College "Science/ Mathematics"	Dr. Peter S. Yun	Clinch Valley	3	11-12	34	$ 40,000
Region II - VA Highlands Community College "Science/Drama"	Mr. Hubert J. Ashe	Bristol City	3	9-10	60	$ 21,500
Region III - Wytheville Community College "Science/ Mathematics"	Mr. Dan C. Jones	Wythe County	4	11-12	53	$ 26,000

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Summer Regional						
Region IV - Mountain Empire Community College "Science/ Mathematics"	Mr. Chris Allgyer	Wise County	4	11-12	60	$ 33,000
Region V - Southwest Virginia Community College	Ms. Donna Sue Dotson	Wise County	3	11-12	60	$ 38,950

PROGRAM AND LOCATION	DIRECTOR	FISCAL AGENT	NUMBER OF WEEKS	GRADE LEVEL	NUMBER OF STUDENTS	1988-89 BUDGET
Academic Year						
Thomas Jefferson High School for Science & Technology	Mr. Geoffrey Jones	Fairfax	36	9-12	1600	$599,208
New Horizons School for Science & Technology	Dr. Ralph W. Johnson	Hampton	36	11-12	100	$ 47,670
Roanoke Valley GS for Science & Technology	Dr. Richard W. Shelly	Roanoke City	36	11-12	196	$247,381
Central VA Governor's School for Science & Technology	Dr. Thomas Morgan	Lynchburg	36	11-12	85	$ 65,014
Governor's School for the Arts	Mrs. Louise Lowenthal	Norfolk	36	9-12	300	$394,257

Planning for 1989 Evaluation

The 1989 evaluation of Governor's Schools was planned to build on the results of any previous evaluations of each Governor's School. Some Governor's Schools had been evaluated in each of the two previous years. Others were new and no previous evaluative data were available. The three types of evaluation activities used in 1989 were:

1. Follow-up Reports - The Department of Education requested that each Governor's School file a report, using a standard format, to document its use of the 1988 evaluation report to plan and implement improvements in the school. Based on prior evaluation results, it was determined that six (6) of the Governor's Schools should be recommended for continuation with no additional evaluation in 1989. These schools needed only complete the Follow-Up Report document. Department staff conducted telephone conferences, as needed, to discuss the content of the reports with the directors. Governor's Schools which only completed Follow-Up Reports were: University of Richmond; Blue Ridge Environmental Studies, Shenandoah County; Dabney S. Lancaster Community College; Richmond Mathematics and Science Center; University of Virginia; and Mountain Empire Community College.

2. Onsite Follow-Up Conference - Eleven (11) Governor's Schools were identified as needing an onsite follow-up conference to more fully explore their implementation of the recommendations contained in the 1988 evaluation reports, in addition to completing the Follow-Up Report. These Governor's Schools were: Thomas Jefferson High School for Science and Technology; Governor's School for the Arts, Norfolk City Schools; NASA/VIMS; Clinch Valley Community College; Accomac; Fredericksburg; West Point; Culpeper; Greensville, Rockingham; and Pittsylvania County.

3. Onsite Evaluation - The remaining thirteen (13) Governor's Schools were visited by a team of evaluators and a full evaluation was conducted. These Governor's Schools were: Roanoke Valley Governor's School for Science and Technology; Central Virginia Magnet School for Science and Technology; New Horizons School for Science and Technology; Medical College of Virginia Mentorship in Medicine; Radford University; Norfolk State University; Northern Neck; Southside; Wytheville Community College; Visual and Performing Arts, Northwest; Southwest Virginia Community College; and Virginia Polytechnic Institute and State University.

Results of the 1988-89 Evaluations

The results of the 1989 Governor's Schools are presented by type of school. First, the results of the evaluations of academic year schools are presented, followed by the results of the evaluations of summer residential schools, and then the results for summer regional day schools.

ACADEMIC YEAR GOVERNOR'S SCHOOLS

During 1988-89, five (5) academic year Governor's Schools were in operation. A brief summary of the evaluation of each of the academic year Governor's Schools follows. Each summary describes the name of the school, its location, and the commendations and recommendations provided by the evaluation team. The team's recommendation about the school's continuation and conditions for continuation, if any, are also stated.

Governor's School for Science and Technology, New Horizons, Hampton

This Governor's School was in its fourth year of operation. An onsite evaluation was conducted in April 1989, by external and Department of Education staff.

Commendations focused on qualifications of staff; cooperative arrangements with the community college, other educational agencies; scientific organizations and businesses; staff involvement in student recruitment; use of guest speakers and individual research projects; contact with students' home schools; and plans for expansion of the technological aspects of the program.

Recommendations focused on the school's need to: refine its mission statement with concomitant goals and objectives; improve staff development; involve staff in decision-making; expand use of alternative instructional methods; refine courses to meet the needs of academically gifted students; refine mentorship component; provide additional career education experiences; refine student recruitment and selection procedures; consider adding mathematics and computer courses not available in local school divisions; improve use of computers; obtain additional print and audio-visual materials; expand opportunities for students to develop leadership skills, and obtain an external consultant to assist with refinement of science education.

The evaluation team recommended that this Governor's School be continued based on the development and implementation of a formal action plan outlining how the improvements cited in the team's recommendations are to be addressed for the 1989-90 academic year.

Central Virginia Magnet School for Science and Technology, Lynchburg

This Governor's School was in its fourth year of operation. An onsite evaluation was conducted in March 1989, by external and Department staff.

Commendations focused on: qualifications of staff; the curriculum, which has many unique and innovative features; recognition of the importance of higher-order thinking skills; integration of research skills throughout the courses; opportunities for in-depth study; use of community resources; acquisition and use of technical equipment; involvement of staff in program supervision and administration; providing staff training for teachers in local school divisions; and relationships with the community college, school division programs for gifted students, and area scientific and professional enterprises.

Recommendations focused on the school's need to refine mission and program goals; continue curriculum refinement to improve interdisciplinary instruction and non-duplication of local division programs; expand science curriculum; refine mathematics course offerings; improve student selection criteria and procedures to be consistent across the divisions; seek use of uniform grading criteria by divisions; improve staff development; improve transportation; expand efforts to hire minority faculty; and examine the possibility of offering a full day program and a summer program.

The evaluation team recommended that this Governor's School be continued, and that the team's recommendations be considered in planning for the 1989-90 academic year.

Roanoke Valley Governor's School for Science and Technology Roanoke

This Governor's School was in it fourth year of operation. An onsite evaluation was conducted in March 1989, by external and Department staff.

Commendations focused on working relationships with Virginia Tech, the local community college, and regional agencies and businesses; the guidance program provided for students; facilities; ongoing curriculum improvement activities; recognition of the importance of process skill development, including problem-solving and decision-making; use of a competency-based/mastery learning-oriented curriculum; and providing a variety of unique elective courses, mentorships and directed studies.

Recommendations focused on the need for the school to integrate more content on current issues and problems related to the interaction of science, technology, and society into all science classes; improve staff development; refine student grouping patterns to provide for interaction among students from different school divisions; expand opportunities for students to make choices; improve use of student selection criteria by the school divisions; refine course competency lists; expand the peer tutoring program; encourage students to participate in the mentorship elective; refine use of parent advisors in locating and developing mentorship opportunities, and increase efforts to hire minority faculty.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1989-90 academic year.

Governor's School for the Arts, Norfolk City Schools

This Governor's School was in its second year as an academic year Governor's School. Previously, it had operated for three years as a summer regional Governor's School. An onsite evaluation was conducted in May 1989, by external and Department of Education staff. The evaluators had also participated in the 1988 evaluation of the school. The status of the school was examined and the school's use of the recommendations included in the 1988 evaluation report was determined. Interviews were conducted with the director, chairpersons of departments, and representatives of the faculty, the School's management advisory committee and Superintendents of participating school divisions. Students were interviewed and brief observations of classes were completed.

The evaluation team concluded that the Governor's School had made substantial improvements and used the 1988 evaluation report to plan and implement many of the improvements. The school's mission statement had been refined and a dual-purpose, sequential four-year program of study was being developed. A draft of the four-year curriculum had been completed and completion of the final document was scheduled for the 1989-90 school year. The faculty handbook was also scheduled to be revised during the summer.

Telephone contact had been used to encourage students to apply for enrollment; student selection procedures had improved; and the qualifications of enrolled students had increased. Attention had been given to providing better snack and meal arrangements for students, and car pools had been organized to assist students in participating in activities. Communication with the management advisory committee had increased, and the committee had participated in developing disciplinary procedures.

Department chair positions had been increased to full-time, and the frequency of communication with faculty had increased. Contractual agreements with faculty had been refined, and salaries had been increased. Efforts were being made to obtain a full-time guidance position. The ratio of teachers to students in the music program had improved. Plans had been made to improve staff development activities. Parents receive the school's newsletter. Minor improvements had been made to some classrooms and studios, and plans for improving other facilities were being discussed.

The ensemble program showed good progress toward becoming independent of the ODU major ensembles. Dance history had been added to the curriculum for all first-year and second-year students, and live accompaniment had been made available for all dance classes. Opportunities for dance students to study choreography and improvisation had been planned, and a two-week summer program for dance students was planned for 1989. Potential theater students had an opportunity to participate in two Saturday workshops on audition preparation and audition preparation, was part of the beginning acting curriculum.

Recommendations focused on the school's need to continue to:

- seek removal of barriers to providing interdisciplinary instruction;

- increase efforts to identify and hire qualified black faculty in all program areas, particularly music and drama;

-continue efforts to obtain full-time faculty, and increase their rates of compensation; continue to seek to preserve the "artist as teacher", especially for part-time faculty;

- involve faculty in developing staff evaluation procedures, and include the staff evaluation form, criteria, and procedures in the faculty handbook; involve staff in planning staff development activities, and fully implement an ongoing staff development program; include opportunities for faculty to visit other arts programs for gifted students;

- provide more opportunities for communication with the arts faculty in local school divisions; seek to resolve tensions which exist and obtain external help in the process, if necessary; explore the reasons why some local schools do not have any students enrolled in the Governor's School, and seek removal of any barriers which are identified.

- obtain external assistance in investigating problems encountered by students, particularly music students, due to poor relationships between the Governor's School faculty, local school division faculty, and organizations such as the Virginia Music

Educators Association, and negotiate resolutions favorable to the students.

- increase sharing of universities' resources, including minority faculty and visitors; continue to seek ways to improve communication with Norfolk State University; continue efforts to establish ongoing communication with parents; continue to provide opportunities for students to state any concerns they have with the School, and work toward solution of problems, when possible;

- include the contributions of blacks, women, and other minority groups in curriculum and instruction; continue to pursue options which will result in students having adequate practice and preparation time, and time to study literature; improve ongoing, systematic evaluation of the program, and obtain expert assistance as needed to accomplish this objective;

- continue efforts to establish guidance services for students either in the school or through the local school divisions; seek budget to obtain adequate pianos and music stands; continue efforts to obtain improved facilities.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1989-90 academic year.

Thomas Jefferson High School for Science and Technology, Fairfax County Schools

This Governor's School was in its fourth year of operation. An onsite visit was conducted in May 1989 by external and Department staff to review the overall status of the program and to assess the implementation of previous program evaluation recommendations.

Commendations focused on the excellent record of academic achievement attained by the students and the principal's commitment to develop the school's curriculum further, maintain and improve the quality of instruction, and promote the professional growth of the faculty.

Recommendations focused on the need for: Fairfax County Schools to delegate authority to the principal to enable modifications in the calendar and class schedule which are needed to provide time for the School's unique planning, instructional and development needs; science, technology, and societal issues to be integrated in science courses as a means to relate content to real-world problems and to unify the curriculum; the schedule to be modified to facilitate instruction, including time for students to consult and interact with faculty and peers, and to pursue individual and group projects; improved staff development; the

school to serve as a resource for the region and the state in curriculum and instruction in science and mathematics; and the need for community and parent representation on an advisory committee, the activities of which might include program planning and evaluation, as well as other support functions.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1989-90 academic year.

SUMMER RESIDENTIAL GOVERNOR'S SCHOOLS

In the summer of 1989, five (5) Summer Residential Governor's Schools were in operation. A brief summary of the evaluation of each of these Governor's Schools follows.

Medical College of Virginia (MCV) Mentorship in Medicine

This Governor's School was in its first year of operation and provides mentorships in medicine. An onsite visit was conducted by a team of external and Department of Education staff.

Commendations focused on the uniqueness of the program design, on staff and mentors' qualifications and on the enthusiasm for the program; the students' mature approach, cheerfulness, and adaptability, and the excellent counseling component.

Recommendations focused on improvement of the criteria and procedures used to match students with their mentors; communication of expectations to students prior to their arrival; completion and implementation of the program evaluation criteria and procedures; improved staff development activities; recruitment of female and minority mentors; the need for a petty cash fund, and increased compensation for staff.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1990 summer program.

NASA/VIMS

This Governor's School was in its seventh year of operation and had a new director. A Follow-up Report document was completed. The director reported that the 1988 evaluation had been used to plan and implement guidance workshops based on the individual needs of students, a training session for resident advisors was planned and conducted, security had been improved; job descriptions and procedures for evaluation of staff were being developed; and changes in the schedule were being made to offer more options for free or unstructured time for students.

A follow-up conference was conducted in July 1989 by external staff. The evaluation team verified that the 1988 recommendations had been implemented as reported by the director.

Commendations focused on the use of a survey to identify students' personal, social, and career development needs in order to plan and conduct effective group counseling sessions through out the six weeks of their residence.

Recommendations focused on the need for a more detailed description of the program to be provided at each of the two sites; continued monitoring of mentorships at both sites by the director; continued selection of staff who represent diversity in expertise and experience, and continued efforts to ensure that affective development is an integral part of the Governor's School; and completion of procedures for evaluation of staff.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1990 summer program.

Governor's School for the Arts, Radford University

The Governor's School was in its fourth year of operation. An onsite evaluation was conducted in July 1989, by external and Department of Education staff. The evaluation team expressed concern that previous evaluation findings and recommendations had not been fully addressed by the school, including the need to develop written course descriptions and to improve staff development.

Commendations focused on the quality of staff and faculty, quality of instruction, use of faculty exhibits and performances to provide role models and permit students to experience other art forms, and facilities.

Recommendations focused on the need to: improve written descriptions of goals and objectives for all components of the program; develop curriculum guides for each arts area which reflect a balance of technical knowledge and skills, creative thinking and problem solving, and individual interpretation and growth; provide staff development activities, expand efforts to recruit minority students, include written descriptions of course offerings, levels, and expectations for performance in initial recruitment information; involve faculty and staff in program planning and development, conduct comprehensive evaluation of the program, and provide a counseling component for students.

The evaluation team recommended that the continuation of this School be contingent upon the development, approval, and

implementation of a formal action plan between the Department of Education and Radford University. Note: The 1990 site for this residential school will be selected through the Department of Education's Request for Proposal process and the evaluation report will be provided to the director at the new site.

University of Richmond

This Governor's School was in its third year of operation, with humanities as its focus. Evaluation activities included a Follow-up Report and conferences with Department of Education staff.

The director reported that a majority of the recommendations provided in the 1988 evaluation report had been implemented. Changes included development of a structured counseling component for students, development of an evaluation form for staff; improving staff development activities; and providing students with a written explanation of expectations prior to their enrollment in the program. The cost of implementing recommendations concerning the need for a nurse practitioner and increasing the number of telephones in the dormitory was viewed as prohibitive.

It is recommended that this Governor's School be continued.

Virginia Polytechnic Institute and State University

This Governor's School was in its seventh year of operation. An onsite evaluation was conducted in July 1989, by external and Department staff. The evaluation team expressed concern that previous evaluation findings and recommendations had not been fully addressed by the school, including the need to develop written course descriptions and to improve staff development.

Commendations focused on the quality of staff and faculty, the contributions of the director and the university, and the appropriateness of the program for individual students.

Recommendations focused on the need to provide formal staff development; conduct comprehensive program evaluation; establish and use an advisory committee; provide state of the art technical equipment for staff and student use; improve the counseling component for students; and expand cooperative working relationships with business, industry, the arts community, and parents and staff of local school divisions, and provide for their input to program planning and operation.

The evaluation team recommended that the continuation of this school be contingent upon the development, approval and implementation of an action plan between the Department of

Education and Virginia Polytechnic Institute. Improvements addressed by the action plan should include the recommendations of the evaluation team. Note: The 1990 site for this residential school will be selected through the Department of Education's Request for Proposal process and the evaluation report will be provided to the director at the new site.

SUMMER REGIONAL GOVERNOR'S SCHOOLS

During the summer of 1989, twenty (20) Summer Regional Governor's Schools were in operation. A brief summary of the evaluation of each of these Governor's Schools follows.

Eastern Shore, Accomack County

This Governor's School was in its third year of operation. An onsite evaluation was conducted in July by Department and external staff.

Commendations focused on the content of instruction which emphasizes the sensitive aspects of the Chesapeake Bay's ecology; proper handling of captured specimens and aquariums for study specimens; increased student involvement and opportunities for students to select topics of interest; use of the Chesapeake Bay Foundation and other resource persons to provide interesting scientific information experiences; students' use of microcomputers and environmental simulation software; use of proper safety precautions; continued efforts to include non-Eastern Shore residents in the residential program, and improving staff development activities.

Recommendations focused on improving the ventilation, cleanliness, and organization of the classroom study area in the camp; using the Accomack County Schools Marine Science Laboratory facilities; improving the use of post-field trip time; maximizing the time staff have to acclimate students to camp life, academic expectation, and discipline early in the program; extension of the length of the program to a 10 day time period to permit more time for group project, computer simulations, and field studies; decreasing costs for use of a research vessel; obtaining the services of a full time camp physician; improving daily communication strategies for students and staff; expansion of the use of microcomputers through additional work stations, software and printers, and expanded efforts to recruit minority student participation in the program.

The evaluation team recommended that this Governor's School continue and should develop a corrective action plan using the team's recommendations for improvement.

Blue Ridge Environmental Studies, Shenandoah County

This Governor's School was in its second year of operation and focused on environmental studies. A follow-up report was completed by the director.

The director reported that the program had implemented the recommendations provided in the 1988 evaluation report. Changes had included lengthening instructional time from 1/2 to one day, expanding staff development activities through the addition of a course in characteristics and needs of gifted students and in-service on differentiating instruction for gifted students; expanding public awareness and recruiting efforts through notices to newspapers and private schools, and the addition of guidance strategies for students.

This Governor's School should be continued.

Culpeper County

This Governor's School was in its second year of operation. An onsite evaluation was conducted in July 1989 by external staff. A new component, "The Mountains", had been added to the program.

The SummerQuest component of the program had made use of the 1988 evaluation report to plan and implement improvements in the program. Improvements included involving each coordinator of programs for gifted students in the participating school divisions in the operation of the program; attention had been given to safety issues; increased efforts to recruit minority students; and upgrading of staff credentials.

Commendations focused on the use of an interdisciplinary approach to instruction; use of local resource personnel; opportunities for field trips; and the availability of a bus driver who is trained in rescue techniques.

Recommendations focused on the need to maintain emergency information and permissions where the students are located, at all times; recruitment of female students and recruitment of Rappahannock students, and provision of appropriate in-service training in gifted education for staff.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1990 summer program.

Dabney S. Lancaster Community College

This Governor's School was in its fifth year of operation and focused on science. A follow up report was completed by the director.

The director reported that recommendations provided in the 1988 evaluation report had been partially implemented. Changes had included ordering additional computers to allow students to conduct computer analysis work; development of course objectives and daily lesson plans; providing an activity which will allow students to select and plan an individual project which they will complete during the school year; and establishing an advisory committee, which had held two planning meetings prior to opening of the summer session.

It is recommended that this Governor's School be continued.

Fredericksburg, Vocational Technical Skills (Technical Arts)

This Governor's School was in its third year of operation and enrollment had increased for 1989. An onsite evaluation was conducted in July 1989, by Department of Education staff.

The 1988 program evaluation report had been used to plan and implement improvements in the program. Improvements included the addition of two additional courses, Computer Application and Technical Writing, to allow students additional opportunities to make choices and pursue personal interests, and employment of a coordinator for the elementary and middle school components.

Commendations focused on the leadership demonstrated by the director in organizing and implementing a program with a progressive design and in maintaining strong ties to the community and its businesses and industries; expanded use of community facilities in businesses, industries, and government agencies; appropriate staff development activities, and creative use of field trips and hands-on approaches to application of principles, including cooperative learning experiences in community organizations.

Recommendations focused on the school's need to improve collaboration with the local school divisions to ensure that they adhere to procedures specified for the identification of students who participate in the program; further expansion of course offerings in cooperation with business, industry, and government; examination of the coordination of elementary, middle school and high school components of the program; involvement of guidance personnel in program planing and implementation to expand the availability of guidance and career counseling services and to expand the knowledge of counselors in the areas of occupational

information and the need for flexible scheduling arrangements in the design of programs for students who are gifted in the technical arts; and add an assistant program coordinator to assist with planning, staff development, scheduling, course design, daily operations, and program evaluation. The evaluation team recommended that this Governor's School be continued and that the evaluation team's recommendations be considered in planning for the 1990 summer session.

Greensville County

This Governor's School was in its fifth year of operation. The director had completed a Follow-up Report and a follow-up conference was conducted with the director in July 1989, by external staff.

The recommendations contained in the 1988 evaluation report had been used to plan and implement improvements in the 1989 summer program. Staff were screened to ensure that they had the expertise needed to delivery effective instruction. Staff time for planning and preparation had been increased and time had been spent in reviewing the goals and objectives for the current year program theme. Staff received in-service training on the characteristics and instructional needs of gifted students. Local administrators of gifted programs and parents had an opportunity to help plan the program. Parents were invited to serve as resource persons and to participate in an end of session open house. A detailed schedule of classes, activities and instructors was prepared. Numerous community resource persons participated in instructional activities. Transportation arrangements for students had been improved through the development of cooperative agreements and procedures with the local school divisions.

Commendations of the evaluation team included the quality of instruction provided by staff for gifted students, use of a theme which helped to meet students' academic and affective needs, integration of humanities into all program components, and the School's use of varied criteria for evaluating the program.

The evaluation team recommended that this Governor's School be continued and might consider involving local administrators of gifted programs, in the cooperating school divisions, in conducting local orientation sessions for parents of students who will attend the school.

Mathematics and Science Center, Richmond City Schools

This Governor's School was in its seventh year of operation. The director provided a follow up report which indicated that the staff development program had been improved through addition of

sessions on cooperative learning and extended computer instruction. The recommendation to extend the length of the program from two to three week had not been implemented.

It is recommended that this Governor's School be continued and that consideration be given to increasing the number of students served by the school and to providing staff development activities for school divisions and other Governor's School staff.

Norfolk State University

This Governor's School was in its fifth year of operation. The focus for 1989 was fine and performing arts with a cross cultural perspective. An onsite evaluation was performed in June by Department and external staff. The evaluation team expressed concern that the administrative procedures document for the School was not submitted to the Department of Education when it was requested and was not available to the team prior to their arrival for the onsite evaluation.

Commendations focused on providing of programming for middle school age students from a variety of ethnic backgrounds; parent involvement; and providing of student/college faculty learning experiences.

Recommendations focused on the school's need to: implement a structure for development of policies and procedures; develop a complete administrative procedures document; define the target population as gifted students and coordinate student selection with local divisions accordingly; refine program goals and objectives to match the amount of time available for instruction; improve quality of instruction; improve facilities; revise meal arrangements; improve transportation arrangements, and improve program evaluation.

The evaluation team recommended that this school not be continued unless a formal action plan can be negotiated with the Department of Education and successfully implemented prior to the 1990 summer session.

Northern Neck Regional Governor's School

This Governor's School was in its first year of operation and is located at the Northern Neck Vocational Center in Warsaw. The School provides two weeks of instruction for 64 students in grades 6-8. The theme of the program was "Communication, A Self-Portrait" and study areas included photography, short story writing, signs and symbols of language, two- and three-dimensional art, and video production. An onsite evaluation was conducted in June 1989, by Department of Education and external staff.

Commendations focused on the quality of the program leadership, staff development activities, cooperative relationships with local school divisions, planning and delivery of instruction, use of a visiting artists program, and the impact on students as demonstrated by their motivation and enthusiasm.

Recommendations focused on the need to: improve student selection criteria; encourage participation of minority students; define prior experience needed by students prior to entering a course; consider offering introductory courses; consider extending the time available for instruction through a longer day or additional days; provide adequate equipment for students; provide an orientation session for parents, and to establish a policy on acceptance of and instruction for students who may participate in the program for more than one summer.

The evaluation team recommended that this Governor's School continue and that the team's recommendations be considered in planning for the 1990 summer program.

Pittsylvania County Regional Governor's School

This Governor's School was in its fourth year of operation and had a new director. Enrollment had increased for 1989. A follow up conference with the director was conducted by Department staff.

The program had used the previous evaluation report to plan for the 1989 summer program. Meetings had been held with local gifted coordinators and correspondence had been used to improve information dissemination for parents and students. The curriculum for instruction in computers had been revised and curriculum guides are being developed for each course. The Spanish curriculum guide had been completed. The local advisory committee had held two meetings to provide input and encourage ongoing community support for the program. Another advisory committee meeting was scheduled to occur in August. It was noted that additional course offering were being made available and that staff training had been provided by a national expert.

Commendations focused on the quality of the leadership provided by the director. Recommendations focused on the School's need to continue working with local coordinators of programs for the gifted to plan the program each year, specifically to address the need to limit enrollment and improve student selection; further examine the use of school division quotas, and improve student notification procedures. Consideration should be given to dividing the program between two sites to reduce the time which students are required to travel, and to improve the management of the school.

It is recommended that this Governor's School be continued contingent upon development and implementation of a formal action plan for the 1990 summer session.

Southside, Hampden-Sydney

This Governor's School was in its fifth year of operation. A new program was initiated for 1989, by a new program director, to focus on scientific problem solving and onsite investigations. The environment served as the topical theme for the program. Previously, this Governor's School had focused on language arts, literature, and the humanities.

Recommendations in the 1988 evaluation report had been used by the director to make specific changes and improvements in the program, specifically in the areas of student recruitment and evaluation of staff. Student selection procedures had been improved to include inviting all gifted students in grades 8-10 in the seven local school divisions and 10 private schools to apply for admission. This resulted in two additional private schools having students to apply for Governor's School enrollment. Procedures for staff evaluation had been expanded to include classroom observations by the director and assistant director, with follow-up conferences and evaluations by local school division coordinators of gifted programs, as well as instructor self evaluations.

Commendations focused on the development of a detailed organizational plan for implementation of the program, the use of expert consultants, rapport among students, staff and administrators, positive perceptions of the program by parents and students, cooperative relationships with local businesses and organizations and instruction which is characterized by student independent study and provocative and pragmatic experiences for students.

Recommendations included varying topics within the broad area of environmental awareness in order to maintain the interest of students and staff; increasing the opportunities for students to participate in the instructional process, including assisting resource personnel in the use of participatory strategies; expansion of the length of the program from two to three weeks to increase opportunities for students to be more involved in the investigative and problem-solving aspects of the program, and solving transportation problems through cooperative relationships with local school divisions.

The evaluation team recommended that this Governor's School be continued and that the team's recommendations be considered in planning for the 1990 summer program.

University of Virginia

Governor's School funds have been used to supplement University of Virginia's Summer Enrichment Program for the past five years. In 1989, Governor's School funds were used to provide scholarships to students from anywhere in the state. The Summer Enrichment Program is a summer residential program which operates for three two-week sessions. A follow-up report was submitted by the director. One of the three recommendations made by the 1988 evaluation team was addressed in that report. The director described how career counseling is addressed by the program. The intent of the evaluation team was that a developmental counseling component be designed and provided to meet the social/emotional needs of gifted students. Recommendations on seeking additional private funding for partial and full scholarships for needy applicants, and on increasing efforts to recruit under-represented minority students and faculty, were not addressed in the report.

It is recommended that the director, local administrators of programs for the gifted in the region, and Department of Education staff assess and determine the need for gifted students who live in the region to participate in a Governor's School, and the type of programming needed by the students. Plans should be made to meet those needs through the University of Virigina program or through the development of alternative programming for the 1990 summer session.

West Point

This Governor's School was in its fifth year of operation. The director had completed a follow-up report which indicated that some of the recommendations made in the 1988 evaluation report had been implemented. Reported changes included: the development of a more detailed list of program goals and objectives, course offerings and expectations; expansion of staff development activities; incorporation of interdisciplinary activities as part of field trips; and observation of staff and written staff evaluation reports.

An onsite follow-up conference was conducted in July 1989, by external staff. The school's improved use of available facilities was noted by the team.

Recommendations focused on the need to continue development of an interdisciplinary curriculum; develop student selection criteria for each program component through cooperative efforts with local school division personnel; establish a regional selection committee; secure free transportation from all local school divisions for its students.

The evaluation team recommended that this Governor's School be continued and that the recommendations of the team be considered in planning for the 1990 summer program.

Visual and Performing Arts Northwest, Winchester

This Governor's School was in its fourth year of operation. An onsite evaluation was conducted in July by external staff. The 1988 evaluation report had been used to make changes in student selection criteria and in staff development.

Commendations focused on quality of staff; improvements in the staff development activities; inclusion of the audition/work review component for selection of all students; collaborative efforts of the director and coordinating committee in planning and implementing a broad arts program.

Recommendations focused on the need to serve gifted students; recruit minority students; use student application information for assignment of students to instruction based on their prior experiences; use of a standard application form for instructional staff, maintaining copies of position descriptions and resumes; to improve staff evaluation procedures and use results for program improvement; revise the written description of the role of the coordinating committee, use daily lesson plans; clearly define program evaluation procedures; and to provide an extended visual arts workshop for advanced students in one specific area of interest.

The evaluation team concluded that the school provides a fine and performing arts program that is otherwise unavailable to students in their local school divisions and that the opportunities for students to interact with professional artists in a variety of fields is a primary benefit. The school also facilitates a good cooperative working relationships between the regional arts community, post secondary education and local school divisions. The evaluation team recommended that this School be continued contingent upon development and implementation of a formal action plan for the 1990 summer session.

Clinch Valley College

This Governor's School was in its fifth year of operation. An onsite visit was conducted in July by external staff. The previous evaluation report had not been used to plan and implement program improvements, except that the staff were developing an evaluation process to measure student outcomes. The team also noted that a writing component had been added to assist with integration of the curriculum.

Commendations focused on quality and commitment of instructional staff; instruction provided for students; the instructional climate; facilities; and the use of related instructional activities such as field trips. Recommendations focused on the need for recruitment of minority students and students from non-participating divisions in the service area; a formal staff development process; a formal program evaluation process to measure staff and student performance; and implementation of a counseling component for students. The idea of expanding the program to serve as an academic year Governor's School was also recommended.

The evaluation team recommended that this school be continued as it was deemed to provide exceptional learning experiences for academically gifted students which are significantly different from any summer program available to them in their local school divisions. Recommendations of the evaluation team should be considered in planning the 1990 summer program.

Region II, Virginia Highlands Community College
Math/Science

This Governor's School was in its fifth year of operation. An onsite evaluation was conducted in July 1988, by external staff. The 1988 program evaluation report had been used to plan and implement improvements in the program. Improvements included revision of the mathematics-science component; use of interdisciplinary learning experiences; increased use of interactive teaching styles and student involvement in the learning process; extension of the length of the program from two to three weeks;

Commendations focused on the theater class curriculum which includes the opportunity to experience live drama in Abingdon and New York, as well as many other theatrical experiences; use of a theme of study, i.e., effects of the passage of time, to organize instruction in mathematics classes, physics experiments, and related computer activities; video-taping of student projects for their personal use; use of college physics laboratory facilities and equipment not available in local high schools, and end-of-session activities which allow students to present products and demonstrate experiments for each other, for parents, and for the college faculty.

Recommendations focused on revision of the written statement of program goals and objectives to reflect the actual program; development of instructional objectives which define desired student learning outcomes; integration of the use of the computer laboratory into the physics and mathematics course; use of field trips to high technology industries and to the Virginia Polytechnic Institute chemistry, physics, engineering, and geology facilities;

improvement of staff development activities before the summer session, including instruction in the unique characteristics of gifted learners and the need for an on-going effort to have a differentiated program specifically designed to meet their needs; involvement of the director in the interviews and selection of staff; conducting regular staff meetings; providing social activities which involve students from both the math/science and theater components of the program; and developing policies and programming for students who participate in the program for more than one year. Consideration should be given to increasing the use of local and state resources for the theater class, and reducing the amount of state funding required to support the trip to New York.

The evaluation team recommended that this Governor's School be continued contingent upon development and implementation of a formal action plan prior to the 1990 summer session.

Region III, Wytheville Community College

This Governor's School was in its fifth year of operation. An onsite evaluation was conducted in June 1989, by external staff. Extensive use had been made of the 1988 program evaluation report to plan and implement improvements in the program. Improvements included serving tenth-grade students; refining student selection criteria; refining of statements of program philosophy, goals, objectives developed cooperatively by director and staff; reducing the number of academic courses offered; involving local coordinators of gifted programs in planning, student selection and operation of the School through serving on the advisory board; incorporating social activities for students into the program; availability of data on parents' and students' evaluation of the program; and improving the content of the administrative procedures document.

Commendations focused on the enthusiasm and involvement of the program director and staff in providing a challenging and rewarding program; the program director's long-range vision for the program; development of a pamphlet to provide information about the Governor's School; full use of superior physical science equipment, facilities and faculty; a challenging physics program offering opportunities for hands-on experimentation, complex and creative thinking, as well as interdisciplinary math and science enrichment taught by an outstanding professor; and collaboration with local school divisions to obtain use of computers.

Recommendations focused on improved staff development which addresses interdisciplinary teaching techniques; reducing the number of courses offered; ensuring that each course is interdisciplinary in design and is related to a common program theme; inclusion of hands-on activities in every course; incorporating

attendance at, and critique of amateur and professional theater performances into the curriculum; assigning classes to classroom consistent with the course content; limiting the number of members on the advisory board; conducting regular staff meetings; increasing communication between the program director and the fiscal agent regarding budget and fiscal year access; continued efforts by staff to be involved with the students and to serve as role models for the techniques of problem solving and self-directed learning.

The evaluation team recommended that this Governor's School be continued and that the recommendations of the evaluation team be considered in planning for the 1990 summer program.

Mountain Empire Community College

This Governor's School was in its fifth year of operation. A telephone conference was conducted with the director. The director reported that four of the five recommendations made by the 1988 evaluation team had been implemented. Enrollment in the program had been increased to 60 students and included tenth-grade students, and students had continued to be involved in development and evaluation of the program. Based on student and faculty requests, geology was added to the 1989 curriculum. Additional attention had been given to ensuring that students use safe practices in handling of materials and in laboratory work. Additional funding for the program had been sought and obtained from the National Science Foundation. These additional funds were used for former Governor's School students to serve as assistants. The 1989 evaluation team had recommended that a companion class for middle school students be added to foster interest in science and mathematics. This recommendation had not been implemented due to lack of funds.

It is recommended that this Governor's School continue.

Southwest Virginia Community College

This Governor's School was in its fifth year of operation. An onsite evaluation was conducted in July by external staff. The 1988 evaluation report had been used to plan and complete revisions in the procedures manual, including the specification of a philosophy that is congruent with the stated program goals and objectives. Specific program improvement were noted in student recruitment procedures, course design resulting in college credit, specification of measurable instructional goals and objectives, evaluation of student outcomes, and the use of field trips.

Commendations focused on the quality and commitment of instructional staff; instruction provided for students; the instructional climate; facilities and equipment; and the use of hands-on experiences, related activities, and Saturday scheduling.

Recommendations focused on the need to conduct formal staff development activities; improve recruitment procedures, including the recruitment of minority students; evaluate students' attitudes about granting of college credit; use writing as a strategy for integation of students' courses of study; provide a counseling component for students; review the salary structure for staff; expand the length of the program; and consider becoming an academic year program.

The evaluation team recommended that this Governor's School be continued as it was deemed to provide exceptional learning experiences for academically gifted students which are significantly different from any summer program available to them in their local school divisions. Recommendations of the evaluation team should be considered in planning the 1990 summer program.

Governor's School of Technology, Rockingham County

This Governor's School was in its fourth year of operation. The program had been completely re-designed since 1988 when it was an academic offering located on a local college campus, Eastern Mennonite College. The present program is designed to integrate the Massanutten Technical Center with the gifted program in the participating school division. The director had completed a follow-up report and the 1988 evaluation report had been used to plan and implement program changes.

An onsite evaluation was conducted in June 1989, by Department of Education and external staff. Changes noted in the program included the appointment of an assistant director, obtained through an internship program at VCU. Instructional salaries had been reviewed and adjusted. Instruments had been designed to collect evaluation data from students, parents, and teachers for use in planning the 1990 program. Enrollment in the school had decreased in 1989. This decrease was viewed as a result of the change in the program's focus, but staff indicated that the positive reports from this summer should bring enrollment back to its previous level.

Commendations focused on the school's use of community resource personnel and consultants; provision of hands-on instructional activities; improvement of the staff development component; and transportation services.

Recommendations focused on the school's need to improve student selection and assignment procedures; expand instructional

strategies to include problem solving and critical thinking; continue staff development activities with emphasis on individualized and differentiated instruction; develop two program components, one for middle school students and one for high school students; and develop a mentorship component for high school students.

The evaluation team recommended that this Governor's School be continued and that the recommendations of the evaluation team be considered in planning for the 1990 summer program.

Governor's Schools Accomplishments

Most Governor's Schools have been in existence for less than five years. During this time they have made many positive changes in the way they plan, implement, and evaluate the programs they provide for gifted students.

Evaluations of the 1988-89 Governor's Schools documented many positive accomplishments. Both academic year and summer programs provided opportunities previously not available to students throughout Virginia. Innovation is a positive characteristic of Governor's Schools and should be encouraged. The evaluation findings support the continuation of Governor's Schools.

Parents and students perceive Governor's Schools to be beneficial to the academic, career and social development of gifted students. Almost without exception, parents and students report that Governor's Schools are beneficial. Parents and students are very supportive of the continuing Governor's Schools, and often provide meaningful recommendations for further improvement.

Directors and staff are dedicated to providing unique learning opportunities for gifted students, and show much enthusiasm for their work.

The Governor's Schools staff have greatly improved the scope and content of written information about the Schools, including information about administrative procedures, mission, goals, and objectives, and details about the curriculum which they provide for students.

Governor's Schools have improved the scope and quality of their staff development activities. In 1986, none of the eleven Schools which were evaluated were judged to have an adequate program of staff development. Attention has been given to the development and implementation of staff development plans for all staff involved in the Schools. Increased efforts have been made to ensure that Governor's Schools staff are well trained, not only in the specific content areas in which they provide instruction or support, but also in the needs and characteristics of gifted students. However, staff development must be an ongoing, systematic process for Governor's Schools.

Governor's Schools have improved their planning for instruction. Many have developed or improved the written descriptions of the courses or experiences they intend to provide for students.

Governor's Schools have increased their efforts to inform the community at large of the existence of the Schools, their purposes and accomplishments. Newspaper articles, brochures and invitiations to presentations are examples of community awareness strategies used by the Schools.

Evaluation of Governor's Schools has also improved. A wealth of information is now available for making decisions about each School and how to design a statewide system of Governor's Schools. Initially, the staff who conducted the evaluations had no previous experience with the materials and procedures they were to use, and the training provided limited opportunities for internalizing the intent and content of the criteria. During the four-year period, a cadre of staff has been trained to assist the Department of Education in the evaluation process. As new individuals are trained, they are assigned to one or more other staff who have had experience. Directors of Governor's Schools now expect routinely that the Department will request evaluation data and will conduct onsite and other procedures as necessary to obtain an external evaluation of the Governor's Schools. Communication between the Department and the Governor's Schools has increased, and is more timely, allowing Schools' staff adequate preparation and response time.

SUMMARY AND CONCLUSIONS

The Department of Education conducted evaluations of the Governor's Schools during the last four years, 1986-1989. The evaluators were external and Department of Education staff who were provided appropriate criteria, procedures, instruments, training, and supervision. The results of the evaluations indicated that:

1. Governor's Schools are generally operating as planned. Each Governor's School is required to develop administrative procedures which describe their mission, goals, objectives, policies, and procedures. By 1989, most schools had developed adequate administrative procedures and were using them.

2. Governor's Schools are generally accomplishing their stated mission and are making good progress toward attaining their goals and objectives. The Governor's Schools are providing educational experiences for gifted students that are not available in their local school divisions in mathematics, science, technology, technical arts, and the visual and performing arts. Governor's School students have opportunities to study at college, university, community college, or field sites and to benefit from unique resources such as scientific experts, artists, and specialized equipment and materials. Many experiences broaden students' awareness of potential future careers and provide opportunities for social and emotional growth. The schools promote cooperative working relationships among members of the communities, post secondary education institutions, school division staff, parents, and students. Governor's Schools are a successful innovation in the Commonwealth's public education system.

3. During the past four years, Governor's Schools have made significant progress in providing appropriate educational experiences for gifted students. However, ongoing improvement of curriculum and instruction must be a primary concern. The 1989 evaluation teams recommended whether or not each of the thirty (30) Governor's Schools should continue. All schools were judged to be worthy of continuation; however, recommendations were specified for twenty-four (24) of the 30 Governor's Schools. A summary of the recommendations follows.

   a. Six (6) Governor's Schools should continue with no specific recommendations. These schools are: Mountain Empire Community College; Dabney S. Lancaster Community College; Blue Ridge Environmental Studies; University of Richmond; Greensville County; and the Mathematics and Science Center.

   b. Fifteen (15) Governor's Schools should continue and should use the recommendations of the evaluation team

to plan for the 1989-90 academic year or 1990 summer session. These schools are: Central Virginia Magnet School for Science and Technology; Norfolk Governor's School for the Arts; Roanoke Valley Governor's School for Science and Technology; Thomas Jefferson High School for Science and Technology; NASA/VIMS; MCV Mentorship in Medicine; Culpeper County; Rockingham County; Fredericksburg; Northern Neck; Southside; West Point; Clinch Valley College; Wytheville Community College; and Southwest Virginia Community College.

c. Seven (7) Governor's Schools should continue contingent upon an action plan with the Department of Education that will result in the school implementing needed improvements prior to and during the 1989 academic year or 1990 summer session. The evaluation team recommendations must be considered in the development of action plans and the Department of Education will provide technical assistance to help plan and carry out needed changes. These schools are: New Horizons School for Science and Technology; Accomack County; Pittsylvania County; Visual and Performing Arts Northwest; University of Virginia; Norfolk State University; and Virginia Highlands Community College.

d. Two (2) additional schools, Radford University and Virginia Polytechnic Institute and State University, were recommended for continuation with action plans. However, sites for summer 1990 will be selected through the Department of Education's Request for Proposals process.

RECOMMENDATIONS

Review of the 1989 evaluation reports for the Governor's Schools indicated that several issues need to be addressed to facilitate improvement of the statewide system of Governor's Schools. Implementation of the recommendations will ensure that Governor's Schools continue to stretch the state of the art in the education of gifted students.

Recommendations provided by the 1989 evaluation teams indicated that four primary areas should be improved in Governor's Schools. These areas are curriculum and instruction; staff recruitment, selection and development; student recruitment and selection; and Department of Education administration of Governor's Schools. A brief discussion of each area follows.

1. Curriculum and Instructio - Refinement of the curricula must be an ongoing, collaborative effort by representatives of Governor's Schools, school divisions, and the Department of Education. The Governor's Schools' curricula must be coordinated with the divisions' curricula so that students receive a meaningful, integrated education. The short duration of summer Governor's Schools demands that they be planned carefully so that students obtain benefits commensurate with the required expenditure of effort and funding. Use of differentiation of instruction to meet the unique learning needs of individual gifted students must be expanded. Specific resources should be allocated for the purchase of new materials and equipment and the maintenance and repair of existing equipment. All Governor's Schools should continue to evaluate their programs annually; use the results to plan for the subsequent year; and increase their efforts to measure specified learner outcomes. External evaluators should be used as needed to ensure that evaluations are of sound design and provide for objective collection, analysis and reporting of information.

2. Staff Recruitment, Selection and Development - Efforts to ensure that Governor's School staff are experts in both the content of the instruction to be provided and in teaching gifted students must be increased. Recruitment and selection procedures should result in the employment of staff who can provide state-of-the-art information and experiences in their specific areas of knowledge and plan, implement and evaluate instruction which capitalizes on the unique characteristics and needs of each of the gifted students. Additional efforts should also be made to ensure that staff reflect the demographic characteristics of the area and student body. Efforts to hire qualified minority staff should be intensified. Improvement and expansion of staff development for all Governor's School staff must be a permanent objective. Formal needs assessments should be used to determine specific needs, and ongoing, systematic staff development activities should be planned, implemented and evaluated to meet

the needs. Specific funds should be made available and expended for staff development, based on identified needs.

3. Student Recruitment and Selection - Recruitment information must be refined to include a good description of the Governor's School program and a clear statement of the responsibilities of, and expectations for, students. Recruitment procedure must ensure that all students who are potentially eligible for participation have an equal opportunity to apply and that follow-up procedures ensure that recruitment is correctly implemented in the school divisions. Continued attention should be given to selecting students who have potential or demonstrated abilities in one or more of the areas stated in the Regulations for Gifted Programs, and to ensuring that each student's abilities and interests are well matched with the program provided by the Governor's School. Efforts to recruit qualified minority students should be increased, and may require the use of innovative strategies. The Department of Education should conduct a study of Governor's Schools and school division programs for the gifted to assess the participation of minority students, barriers to their participation, and potential solutions for removal of barriers.

4. Department of Education Administration--Individual Governor's Schools are making a significant contribution to the education of gifted students, but their full potential for providing education for gifted students is not yet fully realized. The Department of Education's efforts to plan pro-actively for a coordinated, statewide system of Governor's Schools must be intensified. Projections should be made as to the number, types and locations of gifted students who should have the benefit of a Governor's School experience over the next five to ten years, and the specific content areas which should be provided for the students. These data should be compared to the current Governor's Schools' capacity, and plans made relative to the type and number of Governor's Schools that should exist. Estimates of the funding and technical assistance that will be required to allow the Governor's Schools to stretch the state of the art in curricula and instruction for gifted students should be made. Basic intent statements should be formed to clearly specify the State's goals for Governor's Schools. Examples of questions which should be addressed by the state-level planners are:

a. Is it the State's intent that all qualified gifted students who wish to enroll in a Governor's School have an opportunity to do so at some specific point in their public school career? If so, at what point should students be admitted, i.e., grade level, age, or performance level?

b. Does the state intend that all students who are gifted in a particular area, e.g., science or performing arts, will have access to a Governor's School regardless of their school division of residence? If so, what pattern of schools must be developed?

c. How should Governor's Schools relate to each other, e.g., should some Schools provide instruction for middle-school students and serve as feeders for secondary Governor's Schools?

d. Should the Governor's Schools provide out-reach services to local school divisions in program and staff development? If so, what will their expanded role and function be, and what additional resources would be required?

e. What, if any, additional incentives should and can be provided for colleges, universities, community colleges, and school divisions which are willing and able to make a continuing commitment of staff and resources to Governor's Schools?

The Department of Education's capacity to provide accountability and technical assistance must also be increased if Governor's Schools are to be held accountable for development of their administrative procedures and implementation of quality educational programs for gifted students. Funds should not be granted or continued if minimum requirements are not met. An annual report resulting in a standardized description of all Governor's Schools should be implemented. Consideration should be given to providing an administrative assistant in the Office of Programs for the Gifted to help with the heavy workload associated with Governor's Schools.

The Department of Education should continue onsite evaluations of Governor's Schools. Each new Governor's School or program component should be evaluated near the end of its first year of operation. All other Governor's Schools should be evaluated on a rotating schedule of not less than every three years. Evaluation criteria and procedures should be revised to focus on design and delivery of instruction for gifted students in specific content areas. The Department Education's evaluation strategies should be expanded to include statewide surveys of students, staff, parents, and local school division staff. Evaluation questions should focus on short-term and long-term benefits gained by students, and any needed changes in policies and resources. Specific criteria, procedures, and forms for evaluation of mentorships should also be developed.

NEXT STEPS

The Governor's School Evaluation System has resulted in the collection and analysis of information on all Virginia Governor's Schools. Findings and recommendations have been presented to assist with the improvement of the Schools. In their totality, the findings and recommendations reflect a need for continuing development of a statewide system of Governor's Schools.

This report provides information about the development of the Governor's Schools to date, and the strengths and weaknesses of individual School. Recommendations for improvement address the needs for all Schools. This information should be used by Governor's Schools' staff and participants and Department of Education staff to conceptualize and document a plan for the continuation, operation, and refinement of the Schools.

As indicated by the 1989 evaluations, Governor's Schools and the Department of Education should develop cooperatively a corrective action plan to ensure that needed improvements are made. Action plans should be implemented upon approval, and verification of implementation of corrective actions should be evaluated in 1990.

Enactment of the plan for the Governor's Schools, and the provision of technical assistance, monitoring, and program evaluation, should result in a more equitable opportunity for all gifted students in the Commonwealth to receive an appropriate, high quality education. These efforts should also result in the gifted students receiving the most benefit from the State's financial investment in Governor's Schools.

1991 GOVERNOR'S SCHOOL PROGRAMS (02/27/91)

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Residential				
MCV Mentorship in Medicine	David Mitnick MCV Governor's School St. Helena School 903 South Main Street Norfolk, VA 23523 (804) 441-1985	6/24 - 8/3	11-12	24
NASA/VIMS Mentorship in Engineering and Marine Biology	Donna Owens NASA/VIMS Governor's School 2101 Grandin Road, S.W. Roanoke, VA 24015 (703) 981-2116	6/24 - 7/27	11-12	35
University of Richmond Arts	Keith Eicher The Governor's School Department of Education University of Richmond University of Richmond, VA 23173 (804) 289-8431	7/1 - 7/28	11-12	150
University of Richmond Humanities	Keith Eicher The Governor's School Department of Education University of Richmond University of Richmond, VA 23173 (804) 289-8431	7/1 - 7/28	11-12	200
The College of William & Mary Science, and Technology	Joyce VanTassal-Baska John Nagle Jones Hall, Room 304 College of William and Mary Williamsburg, VA 23185 (804) 221-2347	7/1 - 7/28	11-12	150

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Residential				
Virginia Tech Technical Arts	Charles Pinder VPI & State University 134 Smyth Hall Blacksburg, VA 24061 (703) 231-3405	7/8 - 7/28	10 -12	50
Summer Regional				
Accomack County "Science"	Lummie Smith Accomack County Schools P. O. Box 330 Accomack, VA 23301 (804) 787-5754	7/22 - 7/29	4 - 8	40
Blue Ridge "Environmental Studies" (Page - fiscal agent)	Sydna K. Gong Gifted Program Consultant Shenandoah County Schools P. O. Box 488 Woodstock, VA 22664 (703) 459-4091	6/19 - 6/30	5 - 8	50
Charlottesville "Visual Arts"	Jeffrey Suling 1400 Melbourne Road Charlottesville, VA. 22901 (804) 979-6347	7/9 - 7/20	6 - 8	40
Culpeper County (Rappahannock - fiscal agent)	Margaret "Peg" Davis Madison County Schools P.O. Box 647 Madison, VA 22727 (703) 948-6836	7/31 - 8/11	5 - 8	125

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Regional				
Dabney S. Lancaster Community College "Ecology"	Harold S. Adams Dabney S. Lancaster Community College P. O. Box 1000 Clifton Forge, VA 24422-1000 (703) 862-4246 SCATS 676-3246	6/19 - 7/7	8 - 9	20
Fredericksburg City "Vocational"	Mary Burton Regional Governor's School Fredericksburg City Schools 200 Gunnery Road Fredericksburg, VA 22401 (703) 372-1128	6/19 - 6/30	8 - 11	208
Greensville County "Humanities"	Linda B. Rae Gifted Education Greensville County Schools P. O. Box 1156 Emporia, VA 23847 (804) 634-6048	7/16 - 7/27	3 - 7	68
Mathematics & Science Center "Science" (Richmond City - fiscal agent)	Vicki Clark Mathematics & Science Center 2401 Hartman Street Richmond, VA 23223 (804) 788-4454	7/10 - 7/21	6 - 8	80

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Regional				
Massanutten Governor's School "Technology" (Rockingham - fiscal agent)	Ray Cubbage Rockingham County Schools 304 County Office Bldg. Harrisonburg, VA 22801 (703) 564-3214	7/2 - 7/14	9-11	40
Middle Peninsula "The Furture - Arts/Humanities" (King William fiscal agent)	Tom Saville Middle Peninsula Regional Governor's School P. O. Box 756 Tappahannock, VA 22560 (804) 443-4366	6/18 -6/29	2 - 6	211
Norfolk State University "Humanities"	Sarah D. Lang School of Education Norfolk State University 2401 Corprew Avenue Norfolk, VA 23504 (804) 683-8714 SCATS 683-8714	6/19 - 6/30	6 - 8	100
Northern Neck "Humanities" (Westmoreland - fiscal agent)	Rita-Anne Bigelow Westmoreland County Schools Montross, VA 22520 (804) 493-8018	6/18 - 6/29	5 - 7	70
Pittsylvania County "Humanities/Arts"	Avery S. Wyatt Regional Governor's School Pittsylvania County Schools P. O. Box 232 Chatham, VA 24531 (804) 432-2761	6/18 - 6/28	4 - 7	500

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Regional				
Southside "Environmental Science" (Prince Edward - fiscal agent)	Pamela J. Wright Gifted Coordinator Buckingham County Schools P. O. Box 24 Buckingham, VA 23921 (804) 969-4212	7/16 - 7/27	8-10	40
Winchester City "Arts"	Susan Helsley Project Director, PAVAN 203 South Cameron Street Winchester, VA 22601 (703) 667-2127	7/25 - 8/5	6-11	150
Southwest Virginia (22 Divisions)				
Clinch Valley College (Wise County) "Science/Mathematics"	Peter S. Yun, Director Sarah Cromer, Assistant Director Summer Scholars Program Clinch Valley College of the University of Virginia P. O. Box 16 Wise, VA 24293 (703) 328-0119 SCATS 328-0119	7/16 - 8/5	10-11	40
Region IV - Mountain Empire Community College (Wise County) "Science/Mathematics"	Chris Allgyer Mountain Empire Community College Drawer 700 Big Stone Gap, VA 24219 (703) 523-2400 SCATS 791-7011	6/18 - 7/13	9-11	60

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
Summer Regional				
Region V - Southwest Virginia Community College (Buchanan County) "Science/Technology"	Michael Bishara, Director Southwest Virginia Community College P.O. Box SVCC Richlands, VA 24641-1510 (703) 964-2555	7/09 - 8/04	10-11	60
Region II - Virginia Highlands Community College (Bristol City) "Math/Science/Drama"	Hubert J. Ashe Director of Continuing Education Virginia Highlands Community College P. O. Box 828 Abingdon, VA 24210 (703) 628-6094 SCATS 676-3336	6/11 - 6/29	9-11	70
Region III - Wytheville Community College (Wythe County) "Arts/Science/Technology"	John S. DiYorio Region III, Governor's Magnet School Wytheville Community College 100 East Main Street Wytheville, VA 24382 (703) 228-5541 SCATS 676-4121	6/18 - 7/6	9-11	55
1990-91 Academic School Year				
Central Virginia Governor's School for Science & Technology (Lynchburg City)	Thomas D. Morgan Central Virginia Governor's School for Science & Technology 3020 Wards Ferry Road Lynchburg, VA 24502 (804) 237-7716		11-12	85

LOCATION	DIRECTOR	DATES	GRADE LEVEL	NUMBER OF STUDENTS
1990-91 Academic School Year				
Governor's School for the Arts (Norfolk City)	Louise Lowenthal Governor's School for the Arts Old Dominion University Norfolk, VA 23529-0556 (804) 451-4711		9-12	300
New Horizons School for Science & Technology (Hampton City)	Ralph W. Johnson New Horizons School for Science & Technology 520 Butler Farm Road Hampton, VA 23666 (804) 766-0000		11-12	100
Southwest VA Governor's School for Science, Mathematics and Technology (Pulaski County)	Michael Bentley Challenger Governor's School for Science, Math & Technology Pulaski County Schools P.O. Box 1739 Dublin, VA 24084 (703) 674-1980		11-12	43
The Roanoke Valley Governor's School for Science & Technology (Roanoke City)	Richard W. Shelly Roanoke Valley Governor's School for Science & Technology 2104 Grandin Road, SW Roanoke, VA 24015 (703) 981-2116		10-12	200
Thomas Jefferson High School for Science & Technology (Fairfax County)	Geoffrey Jones Thomas Jefferson High School for Science & Technology 6560 Braddock Road Alexandria, VA 22312 (703) 750-8300	Academic Year	9-12	1600

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